



INDIANA
DEPARTMENT *of*
EDUCATION

2023 INDIANA ACADEMIC STANDARDS **THEATRE**

GRADES K-5



Indiana Academic Standards Context and Purpose

The Indiana Academic Standards for Grades K-5 Theatre define what students should know and be able to do when participating in Theatre at each grade level. In alignment with the [National Coalition for Arts Standards](#), the Indiana Academic Standards for Theatre consist of anchor standards, enduring understandings, and essential questions as defined for four overall themes. These four themes are:

- Creating
- Performing
- Responding
- Connecting

While the Indiana Academic Standards establish key expectations for knowledge and skills and should be used as the basis for curriculum, the standards by themselves do not constitute a curriculum. It is the responsibility of the local school corporation to select and formally adopt curricular tools, strategies, and/or other supplementary materials that align with Indiana Academic Standards. Additionally, corporation and school leaders should consider the appropriate instructional sequence of the standards as well as the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning, but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices to support overall student development.

Theatre: Creating	
Anchor Standard 1: Generate and conceptualize artistic ideas and work. Enduring Understanding: Theatre artists rely on intuition, curiosity, and critical inquiry. Essential Question(s): What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?	
Envision/Conceptualize	
K	TH:Cr1.1.K (a) With prompting and support, invent and inhabit an imaginary place/environment in dramatic play or a guided drama experience.
	TH:Cr1.1.K (b) With prompting and support, use available materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience.
Grade 1	TH:Cr1.1.1 (a) Propose potential thoughts and choices characters might have in a guided drama experience.
	TH:Cr1.1.1 (b) Collaborate with peers to create a character-derived concept of costumes and props in a guided drama experience.
	TH:Cr1.1.1 (c) Identify ways in which gestures and movement may be used to create or retell a story in guided drama experiences.
Grade 2	TH:Cr1.1.2 (a) Propose potential new details to plot and story in a guided drama experience.
	TH:Cr1.1.2 (b) Collaborate with peers to create the story-derived concept of scenery in a guided drama experience.
	TH:Cr1.1.2 (c) Identify ways in which voice and sounds may be used to create or retell a story in guided drama experiences.
Grade 3	TH:Cr1.1.3 (a) Create roles, imagined worlds, and improvised stories in a theatrical work.
	TH:Cr1.1.3 (b) Imagine and articulate ideas for costumes, props and sets for the environment and characters in a theatrical work.
	TH:Cr1.1.3 (c) Collaborate to determine how characters might move and speak to support the story and given circumstances in a theatrical work.
Grade 4	TH:Cr1.1.4 (a) Articulate the visual details of imagined worlds, and improvised stories that support the given circumstances in a theatrical work.
	TH:Cr1.1.4 (b) Visualize and design technical elements that support the story and given circumstances in a theatrical work.
	TH:Cr1.1.4 (c) Imagine how a character might move to support the story and given circumstances in a theatrical work.
Grade 5	TH:Cr1.1.5 (a) Identify physical qualities that might reveal a character's inner traits in the imagined world of a theatrical work.
	TH:Cr1.1.5 (b) Propose design ideas that support and assist in telling the story and

	given circumstances in a theatrical work.
	TH:Cr1.1.5 (c) Imagine how a character's inner thoughts impact the story and given circumstances in a theatrical work.
Anchor Standard 2: Organize and develop artistic ideas and work. Enduring Understanding: Theatre artists work to discover different ways of communicating meaning. Essential Question(s): How, when, and why do theatre artists' choices change?	
Develop	
K	TH:Cr2.1.K (a) With prompting and support, interact with peers and contribute to dramatic play or a guided drama experience.
	TH:Cr2.1.K (b) With prompting and support, express original ideas in dramatic play or a guided drama experience.
Grade 1	TH:Cr2.1.1 (a) Contribute to the development of a sequential plot in a guided drama experience.
	TH:Cr2.1.1 (b) With prompting and support, participate in group decision making in a guided drama experience.
Grade 2	TH:Cr2.1.2 (a) Collaborate with peers to devise meaningful dialogue in a guided drama experience.
	TH:Cr2.1.2 (b) Contribute ideas and make decisions as a group to advance a story in a guided drama experience.
Grade 3	TH:Cr2.1.3 (a) Participate in methods of investigation to devise original ideas for a theatrical work.
	TH:Cr2.1.3 (b) Compare ideas with peers and make selections that will enhance and deepen group theatrical work.
Grade 4	TH:Cr2.1.4 (a) Collaborate to devise original ideas for a theatrical work by asking questions about characters and plots.
	TH:Cr2.1.4 (b) Make and discuss group decisions and identify responsibilities required to present a theatrical work to peers.
Grade 5	TH:Cr2.1.5 (a) Devise original ideas for a theatrical work that reflect collective inquiry about characters and their given circumstances.
	TH:Cr2.1.5 (b) Participate in defined responsibilities required to present a theatrical work informally to an audience.

Anchor Standard 3: Refine and complete artistic work. Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal. Essential Question(s): How do theatre artists transform and edit their initial ideas?	
Rehearse	
K	TH:Cr3.1.K (a) With prompting and support, ask and answer questions in dramatic play or a guided drama experience.
Grade 1	TH:Cr3.1.1 (a) Contribute to the adaptation of the plot in a guided drama experience.
	TH:Cr3.1.1 (b) Identify similarities and differences in sounds and movements in a guided drama experience.
	TH:Cr3.1.1 (c) Collaborate to imagine multiple representations of a single object in a guided drama experience.
Grade 2	TH:Cr3.1.2 (a) Contribute to the adaptation of dialogue in a guided drama experience.
	TH:Cr3.1.2 (b) Use and adapt sounds and movements in a guided drama experience.
	TH:Cr3.1.2 (c) Generate independently multiple representations of a single object in a guided drama experience.
Grade 3	TH:Cr3.1.3 (a) Collaborate with peers to revise, refine, and adapt ideas to fit the given parameters of a theatrical work.
	TH:Cr3.1.3 (b) Participate and contribute to physical and vocal exploration in an improvised or scripted theatrical work.
	TH:Cr3.1.3 (c) Practice and refine design and technical choices to support a devised or scripted theatrical work.
Grade 4	TH:Cr3.1.4 (a) Revise and improve an improvised or scripted theatrical work through repetition and collaborative review.
	TH:Cr3.1.4 (b) Develop physical and vocal exercise techniques for an improvised or scripted theatrical work.
	TH:Cr3.1.4 (c) Collaborate on solutions for design and technical problems that arise in rehearsal for a theatrical work.
Grade 5	TH:Cr3.1.5 (a) Revise and improve an improvised or scripted theatrical work through repetition and self-review.
	TH:Cr3.1.5 (b) Use physical and vocal exploration for character development in an improvised or scripted theatrical work.
	TH:Cr3.1.5 (c) Create innovative solutions for design and technical problems that arise in rehearsal for a theatrical work.

Theatre: Performing	
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.	
Enduring Understanding: Theatre artists make strong choices to effectively convey meaning.	
Essential Question(s): Why are strong choices essential to interpreting a drama or theatre piece?	
Select	
K	TH:Pr4.1.K (a) With prompting and support, identify characters in dramatic play or a guided drama experience.
Grade 1	TH:Pr4.1.1 (a) Describe a story's character actions and dialogue in a guided drama experience.
	TH:Pr4.1.1 (b) Use body, face, gestures, and voice to communicate character traits and emotions in a guided drama experience.
Grade 2	TH:Pr4.1.2 (a) Interpret story elements in a guided drama experience.
	TH:Pr4.1.2 (b) Alter voice and body to expand and articulate nuances of a character in a guided drama experience.
Grade 3	TH:Pr4.1.3 (a) Apply the elements of dramatic structure to a story and create a theatrical work.
	TH:Pr4.1.3 (b) Investigate how movement and voice are incorporated into a theatrical work.
Grade 4	TH:Pr4.1.4 (a) Modify the dialogue and action to change the story in a theatrical work.
	TH:Pr4.1.4 (b) Make physical choices to develop a character in a theatrical work.
Grade 5	TH:Pr4.1.5 (a) Describe the underlying thoughts and emotions that create dialogue and action in a theatrical work.
	TH:Pr4.1.5 (b) Use physical choices to create meaning in a theatrical work.
Anchor Standard 5: Develop and refine artistic techniques and work for presentation.	
Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design.	
Essential Question(s): What can I do to fully prepare a performance or technical design?	
Prepare	
K	TH:Pr5.1.K (a) With prompting and support, understand that voice and sound are fundamental to dramatic play and guided drama experiences.
	TH:Pr5.1.K (b) With prompting and support, explore and experiment with various technical elements in dramatic play or a guided drama experience.
Grade 1	TH:Pr5.1.1 (a) With prompting and support, identify and understand that physical movement is fundamental to guided drama experiences.
	TH:Pr5.1.1 (b) With prompting and support, identify technical elements that can be

	used in a guided drama experience.
Grade 2	TH:Pr5.1.2 (a) Demonstrate the relationship between and among the body, voice, and mind in a guided drama experience.
	TH:Pr5.1.2 (b) Explore technical elements in a guided drama experience.
Grade 3	TH:Pr5.1.3 (a) Participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for theatrical work.
	TH:Pr5.1.3 (b) Identify the basic technical elements that can be used in theatrical work.
Grade 4	TH:Pr5.1.4 (a) Practice selected exercises that can be used in a group setting for a theatrical work.
	TH:Pr5.1.4 (b) Propose the use of technical elements in a theatrical work.
Grade 5	TH:Pr5.1.5 (a) Choose acting exercises that can be applied to a theatrical work.
	TH:Pr5.1.5 (b) Demonstrate the use of technical elements in a theatrical work.
Anchor Standard 6: Convey meaning through the presentation of artistic work. Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience. Essential Question(s): What happens when theatre artists and audiences share a creative experience?	
Share/Present	
K	TH:Pr6.1.K (a) With prompting and support, use voice and sound in dramatic play or a guided drama experience.
Grade 1	TH:Pr6.1.1 (a) With prompting and support, use movement and gestures to communicate emotions in a guided drama experience.
Grade 2	TH:Pr6.1.2 (a) Contribute to group guided drama experiences and informally share with peers.
Grade 3	TH:Pr6.1.3 (a) Practice theatrical work and share reflections individually and in small groups.
Grade 4	TH:Pr6.1.4 (a) Share small-group theatrical work, with peers as audience.
Grade 5	TH:Pr6.1.5 (a) Present theatrical work informally to an audience.

Theatre: Responding	
Anchor Standard 7: Perceive and analyze artistic work. Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences. Essential Question(s): How do theatre artists comprehend the essence of drama processes and theatre experiences?	
Reflect	
K	TH:Re7.1.K (a) With prompting and support, express an emotional response to characters in dramatic play or a guided drama experience.
Grade 1	TH:Re7.1.1 (a) Recall an emotional reaction of a character made in a guided drama experience.
Grade 2	TH:Re7.1.2 (a) Recognize when artistic choices are made in a guided drama experience.
Grade 3	TH:Re7.1.3 (a) Understand why artistic choices are made in a theatrical work.
Grade 4	TH:Re7.1.4 (a) Identify artistic choices made in a theatre work through participation and observation.
Grade 5	TH:Re7.1.5 (a) Explain personal reactions to artistic choices made in a theatre work through participation and observation.
Anchor Standard 8: Interpret intent and meaning in artistic work. Enduring Understanding: Theatre artists' interpretations of drama/theatrical work are influenced by personal experiences and aesthetics. Essential Question(s): How can the same work of art communicate different messages to different people?	
Interpret	
K	TH:Re8.1.K (a) With prompting and support, identify preferences in dramatic play, a guided drama experience, or age-appropriate theatre performance.
	TH:Re8.1.K (b) With prompting and support, name and describe settings in dramatic play or a guided drama experience.
Grade 1	TH:Re8.1.1 (a) Explain preferences and emotions in a guided drama experience or age-appropriate theatre performance.
	TH:Re8.1.1 (b) Identify causes of character actions in a guided drama experience.
	TH:Re8.1.1 (c) Explain or use text and pictures to describe how personal emotions and choices compare to the emotions and choices of characters in a guided drama experience.
Grade 2	TH:Re8.1.2 (a) Explain how personal preferences and emotions affect an observer's response in a guided drama experience or age-appropriate theatre performance.
	TH:Re8.1.2 (b) Identify causes and consequences of character actions in a guided

	drama experience.
	TH:Re8.1.2 (c) Explain or use text and pictures to describe how others' emotions and choices may compare to the emotions and choices of characters in a guided drama experience.
Grade 3	TH:Re8.1.3 (a) Consider multiple personal experiences when participating in or observing a theatrical work.
	TH:Re8.1.3 (b) Consider multiple ways to develop a character using physical characteristics and prop or costume design choices that reflect cultural perspectives in drama/theatrical work.
	TH:Re8.1.3 (c) Examine how connections are made between oneself and a character's emotions in theatrical work.
Grade 4	TH:Re8.1.4 (a) Compare and contrast multiple personal experiences when participating in or observing a theatrical work.
	TH:Re8.1.4 (b) Compare and contrast the qualities of characters in a drama/theatre work through physical characteristics and prop or costume design choices that reflect cultural perspectives.
	TH:Re8.1.4 (c) Identify and discuss physiological changes connected to emotions in theatrical work.
Grade 5	TH:Re8.1.5 (a) Justify responses based on personal experiences when participating in or observing a theatrical work.
	TH:Re8.1.5 (b) Explain responses to characters based on cultural perspectives when participating in or observing theatrical work.
	TH:Re8.1.5 (c) Investigate the effects of emotions on posture, gesture, breathing, and vocal intonation in a theatrical work.
Anchor Standard 9: Apply criteria to evaluate artistic work. Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatrical work. Essential Question(s): How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?	
Evaluate	
K	TH:Re9.1.K (a) With prompting and support, actively engage with others in dramatic play or a guided drama experience.
Grade 1	TH:Re9.1.1 (a) Build on others' ideas in a guided drama experience.
	TH:Re9.1.1 (b) Identify props and costumes that might be used in a guided drama experience.
	TH:Re9.1.1 (c) Compare and contrast the experiences of characters in a guided drama experience.
Grade 2	TH:Re9.1.2 (a) Collaborate on a scene in a guided drama experience.

	TH:Re9.1.2 (b) Use a prop or costume to describe characters, settings, or events in a guided drama experience.
	TH:Re9.1.2 (c) Describe how characters respond to challenges in a guided drama experience.
Grade 3	TH:Re9.1.3 (a) Understand how and why groups evaluate a theatrical work.
	TH:Re9.1.3 (b) Consider and analyze technical elements from multiple theatrical works.
	TH:Re9.1.3 (c) Evaluate and analyze problems and situations in a theatre work from an audience perspective.
Grade 4	TH:Re9.1.4 (a) Propose a plan to evaluate theatrical work.
	TH:Re9.1.4 (b) Investigate how technical elements may support a theme or idea in a theatrical work.
	TH:Re9.1.4 (c) Observe how a character's choices impact an audience's perspective in a theatrical work.
Grade 5	TH:Re9.1.5 (a) Develop and implement a plan to evaluate theatrical work.
	TH:Re9.1.5 (b) Assess how technical elements represent the theme of a theatrical work.
	TH:Re9.1.5 (c) Recognize how a character's circumstances impact an audience's perspective in a theatrical work.

Theatre: Connecting	
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.	
Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.	
Essential Question(s): What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?	
Empathize	
K	TH:Cn10.1.K (a) With prompting and support, identify similarities between characters and oneself in dramatic play or a guided drama experience.
Grade 1	TH:Cn10.1.1 (a) Identify character emotions in a guided drama experience and relate it to personal experience.
Grade 2	TH:Cn10.1.2 (a) Relate character experiences to personal experiences in a guided drama experience.
Grade 3	TH:Cn10.1.3 (a) Use personal experiences and knowledge to make connections to community and culture in a theatrical work.
Grade 4	TH:Cn10.1.4 (a) Identify the ways theatre work reflects the perspectives of a community or culture.

Grade 5	TH:Cn10.1.5 (a) Explain how theatre connects oneself to a community or culture.
<p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>Enduring Understanding: Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.</p> <p>Essential Question(s): What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?</p>	
Interrelate	
K	TH:Cn11.1.K (a) With prompting and support, identify skills and knowledge from other content areas in dramatic play or a guided drama experience.
Grade 1	TH:Cn11.1.1 (a) Apply skills and knowledge from different art forms and content areas in a guided drama experience.
Grade 2	TH:Cn11.1.2 (a) Determine appropriate skills and knowledge from different art forms and content areas to apply in a guided drama experience.
Grade 3	TH:Cn11.1.3 (a) Use personal experiences and knowledge to make connections to community and culture in a theatrical work.
Grade 4	TH:Cn11.1.4 (a) Respond to community and social issues and incorporate other content areas in theatrical work.
Grade 5	TH:Cn11.1.5 (a) Investigate historical, global, and social issues expressed in theatrical work.
<p>Anchor Standard 12: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>Enduring Understanding: Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.</p> <p>Essential Question(s): In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?</p>	
Research	
K	TH:Cn12.1.K (a) With prompting and support, identify stories that are different from one another in dramatic play or a guided drama experience.
	TH:Cn12.1.K (b) With prompting and support, tell a short story in dramatic play or a guided drama experience.
Grade 1	TH:Cn12.1.1 (a) Identify similarities and differences in stories from one's own community in a guided drama experience.
	TH:Cn12.1.1 (b) Collaborate on the creation of a short scene based on a fictional literary source in a guided drama experience.
Grade 2	TH:Cn12.1.2 (a) Identify similarities and differences in stories from multiple cultures in a guided drama experience.
	TH:Cn12.1.2 (b) Collaborate on the creation of a short scene based on a non-fiction

	literary source in a guided drama experience.
Grade 3	TH:Cn12.1.3 (a) Explore how stories are adapted from literature to theatrical work.
	TH:Cn12.1.3 (b) Examine how artists have historically presented the same stories using different art forms, genres, or theatre conventions.
Grade 4	TH:Cn12.1.4 (a) Investigate cross-cultural approaches to storytelling in theatrical work.
	TH:Cn12.1.4 (b) Compare the theatre conventions of a given time period with those of the present.
Grade 5	TH:Cn12.1.5 (a) Analyze commonalities and differences between stories set in different cultures in preparation for a theatrical work.
	TH:Cn12.1.5 (b) Identify historical sources that explain theatre terminology and conventions.